

California Postsecondary Education Commission**Improving Teacher Quality State Grants Program****Project Description**

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| Project Title | Science and Academic Literacy (SAL) | | |
| Grant Amount: \$978,884 | Grant Period: 2008 - 2012 | | |
| Grade Level: K-5 | Subject Matter: Science and English Language Arts | | |
| Institute of Higher Education | <input type="checkbox"/> California State University, Chico | | |
| Local Education Agency | <input type="checkbox"/> Gridley Unified School District | | |
| Additional Partners: | <input type="checkbox"/> Marysville Joint Unified School District | | |
| Need for Project/ Population To Be Served: | <p>This project will fully involve every K-5 teacher in a rural, high need district, Gridley Unified, and will use science as the vehicle with which to conduct much of the English language arts instruction using ELD standards. The API Growth report for 2007 shows a 100 point gap between students for whom English is the primary language and English learners. The percentage of English proficient/English only students scoring at or above proficient levels in both English Language Arts and Science is nearly double that of English learners, 50% and 25% respectively for ELA and 46% and 25% for Science respectively.</p> | | |
| Project Goals: | <ol style="list-style-type: none">1. Reduce the achievement gap between English learner and English proficient/English only student subgroups on statewide standardized tests of language arts and science.2. Improve the science content and pedagogical content knowledge of K-5 teachers.3. Increase teacher understanding of English language development and academic proficiency.4. Develop a culture of reflective practice using a model demonstration laboratory.5. Enhance teacher leadership skills to maintain professional learning communities | | |
| Summary of Activities: | <p>All teachers will attend a one week summer institute (40 hours) each summer. The main focus will be inquiry based science emphasizing the use of evidence for developing explanations and development of scientific and academic language. An additional 40 hours during the academic year will focus on grade level specific content and language needs. The model demonstration laboratory at CSU, Chico will be attended by every K-5 class during the academic year and teachers will practice observational techniques in this classroom setting. During the second and third year of the project teachers will collaboratively develop and teach lessons, using a modified form of Lesson Study.</p> | | |
| Outcomes Expected: | <ul style="list-style-type: none"><input type="checkbox"/> Increase ELA scores for all students, especially English learners, by using science as a vehicle for language instruction.<input type="checkbox"/> Increase the percentage of all 5th grade students, especially English learners, in the proficient or above categories in science.<input type="checkbox"/> Increase science content and pedagogical content knowledge of teachers.<input type="checkbox"/> Increase use of inquiry based instruction and the Sheltered Instruction Observation Protocol (SIOP) Model in the classroom.<input type="checkbox"/> Establish a new K-3 demonstration teaching laboratory course at CSU, Chico and augment curricula used in the existing teaching laboratory course for grades 4-6.<input type="checkbox"/> Maintain the partnership through continued teacher and classroom student visitations to the demonstration teaching laboratories at CSU, Chico.<input type="checkbox"/> Establish sustainable K-5 professional learning communities for reflective teaching. | | |
| Teachers Served | 52 | Students Served | 1205 |
| Project Website: http://www.csuchico.edu/cmse/CSP_SAL.shtm | | | |

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